

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL REVIEW**

**SAU #29
FINAL SUMMARY REPORT
KEENE SCHOOL DISTRICT**

**Phillip G. McCormack, Superintendent of Schools
Bruce Thielen, Director of Special Education**

**Visit Conducted: February 20-21, 2002
Report Date: June 17, 2002**

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I. TEAM MEMBERS

Visiting Team Members:

<u>Name</u>	<u>Professional Role</u>
Maureen Argus	Director
Paula Baldwin	Special Educator
Terry Birmingham	LD Specialist
Cari Christian-Coates	Asst. Special Ed. Director
Amy Clason-Gilmet	Special Education
Janice Dialessi	LD Specialist
Jane Glines	Life Skills Teacher
Pauline Laliberte	Special Educator
Patti McDaniel	Special Educator (STARS Program)
Dawn Marie Neuguth	Inclusion Facilitator
Gretna Niemi	School Psychologist
Cheryl Orcutt	Special Ed Support Teacher
Melissa Pitti	Special Educator/Case Manager
Barbara Potvin	Special Education Coordinator
Catherine Reeves Coleman	Director of Student Support Services
Sanda Romano	School Social Worker
Teresa Sargent	Special Educator
Janice Thompson	Principal
Tammy Vittum	Preschool Coordinator

Building Level Team Members:

Kathy Blair	OT	Barry Cook	TNT
Amy L. Fulton	Harrisville	Heidi Cone	TNT
Kathy Frick	Harrisville	Kenneth Susskind	TNT
Karen Leduc	Chesterfield	Claire DuBois	Daniels
Laurel Powell	Chesterfield	Kara Du Bois	Daniels
Pat McPike	Chesterfield	Jon Mastronardi	Daniels
Emily Mills	Chesterfield	Amy Lapierre	Daniels
Joanne Dexter	Chesterfield	Marcia Zurik-Thompson	Daniels
Larry Ullrich	Chesterfield	Allan LeFleur	Daniels
Craig Hood	Chesterfield	Lisa Abohatab	Daniels
Cathy Cotton	Chesterfield	Hannah Adams	Daniels
Chris Montgomery	Chesterfield	Wayne Woolredge	Daniels
Corey Tetrault	Chesterfield	Kathy Glaser-Block	Franklin
Tina Denis	Chesterfield	Patty Yoerger	Franklin
Carol Tolman	Keene High School	Karen Gianferrari	Franklin
Grace Bolton	Keene High School	Holly Dudak	Franklin
Tara MacIntyre	Keene High School	Patti Morris	Franklin
Mike Salce	Keene High School	Joe Kopitsky	Franklin
Rachel Summe	Keene High School	Trudy Dean	Franklin
Deb Schofield	Keene High School	Lisa Trombley	Franklin
Clem Schaefer	Keene High School	Lael Schwabe	Symonds
Vic Sokul	Keene High School	Alan Gross	Symonds
Bill Mattson	Keene High School	Jim Schofield	Symonds
Robin Fairfield	Marlborough	Amy Werninger	Symonds
Susan Leach	Marlborough	Pat Lecuyer	Symonds
Melissa Reichert	Marlborough	Lynn Jablonski	Symonds
Sandra Helgeland	Marlborough	Dick Cate	Symonds
Shelley Pangonis	Marlborough	Joyce Porter	Wheelock
Sandra Swinburne	Marlborough	Lisa Mango	Wheelock
Linda Risley	Fuller	Linda Smith	Wheelock
Sharon Toscan	Fuller	Bob Lupien	Wheelock
Linda Patterson	Fuller	Gwen Mitchell	Wheelock
Corrine Ellsworth	Fuller	Terri Postlethwait	Wheelock
Diane Abbate	Fuller	Richard Brewer	Marlow
Linda Risley	Fuller	Gayle Reynolds	Marlow
Jim Day	Keene Middle School	Peg Wyman	Marlow
Ingrid Chrisko	Keene Middle School	Sue Kennedy	Marlow
Eddie Singer	Keene Middle School	Jo Ellen Maning	Marlow
Caroline Hume	Keene Middle School	Karen Almdale	Nelson
Kathy Hurst	Keene Middle School	Matt Harris	Nelson
Sean O'Mara	Keene Middle School	Paula Demmons	Nelson
June Martin	Keene Middle School	Hannah Adams	Nelson
Suzanne Jahn	Keene Middle School	Bill Gurney	Westmoreland
Lisa Anderson	Keene Middle School	Ginger LaPlante	Westmoreland
Jon Proctor	Keene Middle School	Heather Cohen	Westmoreland
Jo-Ann Hebert	Keene Middle School	Maria Martinez	Westmoreland
Megan Lavatori	Keene Middle School	Heather Hanley	Westmoreland
Sarah McMurphy	Keene Middle School	Nancy Newton	Westmoreland
John Glass	Keene Middle School	Larry Adams	Keene Middle School
Wendi Campbell	Keene Middle School	Jim Day	Keene Middle School
Barbara Rule	Keene Middle School	Ingrid Chrisko	Keene Middle School
Riki Greenwald	Keene Middle School	Eddie Singer	Keene Middle School

I. INTRODUCTION

SAU #29 is an administrative unit consisting of seven school districts in and around Keene, New Hampshire. They are the towns of Chesterfield, Harrisville, Keene, Marlborough, Marlow, Nelson and Westmoreland. There are approximately 4,800 students in the SAU, ranging from three small districts (Harrisville, Marlow and Nelson) with less than 70 students to over 1500 students at Keene High School. Per pupil costs in the SAU (1999-2000) ranged from \$6448 to \$8669, compared to the state average of \$6359. The Keene High School Drop Out rate (year 2000) was 2.0%, much lower than the state average of 5.4%.

The Mission statement of SAU #29 is:

- To provide leadership for continuous school improvement within SAU #29 that results in success for every student.
- To build and maintain a focus on a common vision and direction that meets the educational needs of member communities and assures the highest quality public education for our students.
- To provide services and coordinate resources to support the effective and efficient operation of SAU #29 and its member schools.

II. PURPOSE OF VISIT:

The New Hampshire Department of Education conducted a Program Approval Compliance Review visit to SAU #29 on February 20 and 21, 2002 for the purpose of reviewing the present status of special education procedures and programming. A previous Program approval review Evaluation was conducted on October 21 and 22, 1996. Visiting team members collaborated with school people from the following SAU #29 schools: Chesterfield Central, Wells Memorial, Franklin Elementary, Fuller Elementary, Jonathan Daniels Elementary, Symonds Elementary, Wheelock Elementary, Marlborough Elementary, John Perkins Elementary, Nelson Elementary and the Westmoreland School. Preschool programs were visited at the Jonathan Daniels Elementary School and community preschools.

Activities related to this program approval visit included collaboration with visiting and school district teams, presenting and reviewing case studies and observing building programs and services to students with special education needs. The visiting team also reviewed teaching certifications of special education staff, analysis of SPEDIS data and a review of out-of-district and James O. student files. Interviews were held with the Superintendent, the Special Education Director and coordinators, building principals, regular and special education teachers, related service personnel and administrators as time and availability permitted. In addition, the team conducted parent interviews via telephone and in person. Throughout the visit, the team had full cooperation and collaboration from school personnel and this helpfulness was greatly appreciated.

III. PROGRAM APPROVAL REVIEW PROCESS

The New Hampshire Department of Education provided a visiting team of professional educators to work collaboratively with SAU #29 educators throughout this review process. The two-day visit was designed to review the services provided to special education students, as well as to take a focused view of the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment

The process allowed the visiting and internal team members to conduct case studies of representative students in each building and in preschool programs. Evidence of the work conducted in-district and results related to student outcomes were gathered throughout the process. Examples of evidence included individual student IEPs, progress reports, student class work, grades, extracurricular involvement, permanent records, etc. Interviews with relevant persons (e.g. regular and special educators, paraprofessionals, parents, students, etc.) were conducted. In addition, classroom observations were done for each of the case study students. The collective evidence was summarized collaboratively by the visiting and internal team members. They provided written summaries that identified strengths and areas of improvement needed for each program reviewed. The building level summary sheets are attached.

IV. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS, Oct. 21-22, 1996

During the previous program approval review, very few compliance issues or citations were listed. Three areas from the previous program approval review have been addressed.

- Policy and procedures to guarantee that high school credits earned out-of-district meet diploma requirements: A new policy "Awarding High School Diplomas to Children with Disabilities" has been developed by the Director of Special Education in conjunction with the high school principal and coordinator and has been endorsed by the school board.
- Documentation of out-of-district IEPs having appropriate members in attendance: The new IEP format for SAU #29 includes all the components required, including attendance and signature pages. However, for out-of-district students some private placements use their own IEP form. In the case of one out-of-district student (Wediko), the file review showed that the IEP form used did not have all of the components. Missing were a transition statement and a statement about least restrictive environment. The LEA representative from SAU #29 needs to assure that if their form is not used, that the correct components are included.
- Evidence the IEPs were being monitored and that progress was documented: The new IEP format, which is a computerized database, allows service providers to record progress directly on the goal pages. In addition, it should be noted that the technology and software needed is used in all buildings to develop and write IEPs. The new form is excellent and has all the required components and people are encouraged to use the form to monitor and record progress.

V. SAU WIDE SUMMARY OF FINDINGS:

Within each of the schools in SAU #29, there is a supportive, enthusiastic atmosphere for the provision of services for all students in the least restrictive environment. This enthusiasm and support is fostered throughout SAU #29 by faculty, administration, support personnel, secretarial staff and parents. In many ways it is clear that schools are working hard to offer a wide continuum of services and programs to all children, including access to the general curriculum, transition services and assessment.

In terms of Access to the General Curriculum, SAU #29 is to be commended on their excellent inclusion for children with special needs. It is evident, as buildings are visited that art, music and culture are emphasized in this SAU. Students' artwork is everywhere, covering hallways, hanging from ceilings and adorning classroom walls. Foreign language is offered to children from Grade 5 on, in both Spanish and French. (A group of sixth grade students recited the Pledge of Allegiance in Spanish, as we interrupted their lunch.) One building invites a person from another country to participate in cultural activities on a yearlong basis and the whole building takes on the character of that country. Everyone is involved in integrating all children into curriculum activities. One physical education teacher, when the building was studying Martin Luther King, set up the gym as an underground railroad with obstacles that people of Martin Luther King's time might have had to overcome. The SAU has many substantially separate programs, but it is obvious that the students in those programs spend a majority of their time in regular programs, not in a separate place. The TNT program at the middle and high school level is a wonderful example of both access to the general curriculum and of transition services. Students in that program spend part of their time in regular classes, as appropriate, and staff is involved in transitioning students back to their local school, to the world of work and /or to post high school programs on a regular basis. In terms of physical access to buildings, the new construction at the high school will certainly solve problems of space and accessibility. However, in some buildings accessibility and space are concerns. Children in wheelchairs do not have access to all programs (computer lab, food service) at the middle school. Staff in several schools mentioned the need for more space. In one building boxes, easels, paper cutters and other materials are stored in hallways because there is little storage space.

In the area of Transition, there are excellent examples of transition within and among the schools of SAU #29. Several schools have summer programs to help transition students to the next building/level and there are "fly up days", "step up days", meetings and discussions on appropriate ways to transition children to the next level or building. While it is evident that transition planning is taking place, little is documented in IEPs or meeting minutes. Several school teams mentioned a lack of a formal transition process for students at age 14. Team members felt that involving early intervention (EI) providers closely is improving transition services to our youngest children. At the other end of the age spectrum, good transitions are being made with students as they graduate or transition to the world of work.

In terms of Assessment, all SAU #29 students participate, at some level, in testing. Last year students used alternate assessment strategies for the NHEIAP tests. Some of the schools are using benchmarks for writing IEP goals and are attempting to connect goals, based on assessment, to the New Hampshire frameworks. Related to assessment, it would be good to encourage case managers to involve older students (middle and high school) to participate in their IEP process. This involvement would help them be more aware of their needs and teach them self-advocacy skills.

All of the staff within SAU #29 appear to be committed to providing quality services to all students in the least restrictive environment. Teachers and staff were consistently described as dedicated, supportive and committed to positive learning experiences for all children.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29

Jonathan Daniels School and Community Preschool Programs

Recorder/Summarizer: Leigh Zoellick Date: 2/21/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u>		<u>Summary of Evidence</u>
<u>Ed. 1109.05, Implementation of IEP, CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26 CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity, CFR 300.304</u>		Jonathan Daniels School and Community Preschool Programs
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
v	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Observations, interviews, meeting minutes

<u>Transition</u>		<u>Summary of Evidence</u>
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Jonathan Daniels School and Community Preschool Programs
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	
	3a Team includes parents and personnel from other agencies in transition planning	
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
v	4b Team, including student as appropriate, regularly assesses success of transition plan	School team works with EI programs to improve transition services.

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Jonathan Daniels School and Community Preschool Programs
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
V	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Preschool curriculum is adjusted according to children's needs.

Jonathan Daniels School and Community Preschool Programs	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Great team; highly collaborative and skilled. 2. Arena assessment – work together to form IEP goals that are complementary and collaborative. 3. Truly an inclusive environment in the classroom. 4. Many children in community based programs. 5. All children from “towns” in community programs. 6. Well supported by administration. Able to participate in school-wide functions (open house, school pictures, assemblies). 7. Relationship with RISE is very strong, growing with Easter Seals to provide less stressful transitions. 8. Town school teams support families well.	1. Provide Kindergarten teachers with opportunities to visit, bring parents into transition meeting/process earlier. 2. “Play” video for community providers to help teach DAP. Use in monthly consultation meetings. 3. Playground accessibility is an issue: sand, lack of equipment. 4. Accessibility within school – bathroom far away from classroom; classrooms at higher grades are small and may pose problems. 5. Need for access to social worker is growing. 6. A later start date/earlier end date would help with prep time, IEPs, tutor training (particularly for tutors working in the community) and transitions to Kindergarten (more similar to other preschool programs, JD resource room).

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 Jonathan Daniels School

Programs: Inclusion / Resource Room

Recorder/Summarizer: Terry Birmingham Date: 2/21/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u>		<u>Summary of Evidence</u>
<u>Ed. 1109.05, Implementation of IEP, CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26 CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity, CFR 300.304</u>		Jonathan Daniels School Inclusion / Resource Room
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
V	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Students are actively engaged with their non-disabled peers with academic and non-academic activities. This was noted through observations of students and review of IEPs.
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<u>Transition</u>		<u>Summary of Evidence</u>
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process: Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Jonathan Daniels School Inclusion / Resource Room
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
V	2 Written documentation exists for transition services	This school does not have students who are 14 and require formal transition plan, however records document significant planning for transitions between preschool programs to kindergarten. Records also document transition planning from grade 5 to the middle school, along with yearly transitions from grade to grade.
	3a Team includes parents and personnel from other agencies in transition planning	
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Jonathan Daniels School Inclusion / Resource Room
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
✓	1b Student participates in state assessment	IEPs
✓	2 Alternate assessment provided as needed for both district and state assessments	Student work examples School wide reporting (Stanford)
✓	3a Assessment data is used to develop IEP	NHEIAP review by staff
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Jonathan Daniels School Inclusion / Resource Room	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Use of Frameworks and their incorporation into the IEP. 2. IEP goals are well monitored, tied to curriculum; progress is noted and monitored. 3. School looks at each child individually and works to meet the needs of these students in as natural a setting as possible. 4. Positive outcomes for students' very evident, improvement in skills recognizable. 5. Team Work! Communication. 6. Support by administration.	1. This is a four star school! There are no suggestions for improvement at this time.

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 **Franklin Elementary School**

Programs: **Resource Room, Collaborative Learning Center**

Recorder/Summarizer: Melissa Pitti **Date: 2/21/02**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u>		<u>Summary of Evidence</u>
<u>Ed. 1109.05, Implementation of IEP, CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26 CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity, CFR 300.304</u>		Franklin Elementary School Resource Room, Collaborative Learning Center
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
V	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students that were reviewed participated in extracurricular activities with necessary support and had full access to the general curriculum.

<u>Transition</u>		<u>Summary of Evidence</u>
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Franklin Elementary School Resource Room, Collaborative Learning Center
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	
	3a Team includes parents and personnel from other agencies in transition planning	
	3b Student is informed before age 17 of his/her rights under IDEA	
V	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Meeting minutes included transition planning. There is a formal process to access the collaboratives in the district.
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (l), Program Requirements CFR 300.138</u> <u>CFR 300.347 (a) 5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Franklin Elementary School Resource Room, Collaborative Learning Center
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
V	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Through observation and discussions about assessments, it is evident that the information is being applied to the students' programs.

Franklin Elementary School Resource Room, Collaborative Learning Center	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Dedicated team members. 2. Great collaboration. 3. Tutor training is provided.	1. Planning time for special education teachers.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 **Fuller Elementary School**

Programs: **Modified Regular 1st Grade and Related Services**

Recorder/Summarizer: Pauline Laliberte **Date: 2/21/02**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u>		<u>Summary of Evidence</u>
<u>Ed. 1109.05, Implementation of IEP, CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26 CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity, CFR 300.304</u>		Fuller Elementary School Program Modified Regular 1st Grade and Related Services
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	Observation, IEPs, work samples, conversations with collaborating staff.
	2 Student participates in the general curriculum in the regular classroom	Observation, IEPs, work samples, conversations with collaborating staff.
	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Report Cards, Observation, IEPs, work samples, conversations with collaborating staff.
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<u>Transition</u>		<u>Summary of Evidence</u>
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Fuller Elementary School Program Modified Regular 1st Grade and Related Services
	Indicator Level and Description	
	0 No evidence of transition planning	
✓	1 Transition occurs, with little or no written documentation	Placement team meetings are done orally from grade to grade; no documentation.
✓	2 Written documentation exists for transition services	IEPs and minutes, written prior notices, least restrictive environment.
✓	3a Team includes parents and personnel from other agencies in transition planning	Minutes to IEP meeting, release of information
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
✓	4a District has implemented a process to evaluate the success of the student's transition	Meeting minutes, interview.
✓	4b Team, including student as appropriate, regularly assesses success of transition plan	Interviews, consultations, meetings as needed between staff, phone calls to parents.

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Fuller Elementary School Program Modified Regular 1st Grade and Related Services
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
✓	1a Student participates in district-wide and school assessments	All 1 st grade students are tested by Title I with Stanford. Students that qualify are given a second one.
✓	1b Student participates in state assessment	Portfolio assessment
	2 Alternate assessment provided as needed for both district and state assessments	
✓	3a Assessment data is used to develop IEP	Evaluation reports and IEPs
✓	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Progress reports, report cards, work samples, observations, portfolios.
✓	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Interview with Principal and collaborative team.

Fuller Elementary School Program Modified Regular 1st Grade and Related Services	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Skilled staff and dedicated teams that tend to student needs. 2. There is great communication and openness among regular & special education staff, the community, parents and administration. 3. There is a good level of support staff in the classroom. 4. Administration meets needs for staff development. 5. Supportive and involved administration. 6. Specialized equipment is available in the classrooms. 7. Great communication with the parents. 8. Students are included as a priority. 9. Pleasant environment.	1. Clerical support for special education staff with File Maker Pro would be beneficial. 2. An additional computer for special education staff would be helpful. 3. Consider adding a skilled substitute in the classroom for special education on meeting days. 4. There is a need to strengthen home/school communications, and provide support for families and school interactions. 5. More staffing time for specialists, especially school psychologists, school nurse and occupational therapists. 6. Fuller School may want to explore ways in which all staff have time to collaborate and meet to discuss students.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 Symonds School

Programs: Collaborative Program

Recorder/Summarizer: Patti McDaniel Date: 2/21/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u> Ed. 1109.05, Implementation of IEP, CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) Ed. 1119.08, Equal Education Opportunity, CFR 300.304		<u>Summary of Evidence</u> Symonds School Collaborative Program
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
V	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Photos, K.S. soccer team, progress reports, IEP/report cards, aide support.
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<u>Transition</u> Ed. 1102.53, Transition Planning CFR 300.29 Ed. 1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) Ed. 1109.01, Transition Services CFR 300.132 This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Summary of Evidence</u> Symonds School Collaborative Program
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	
	3a Team includes parents and personnel from other agencies in transition planning	
V	3b Student is informed before age 17 of his/her rights under IDEA	Fly Up Day, middle school visits, IEP meetings, outside agencies, middle summer transition.
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (I), Program Requirements CFR 300.138</u> <u>CFR 300.347 (a) 5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Symonds School Collaborative Program
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
v	3a Assessment data is used to develop IEP	NHEIP, with accommodations, unit tests, IEPs, report cards.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Symonds School Collaborative Program	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. ESY – collaborative, 3 days a week, ½ day. 2. Summer school transition to middle school program. 3. Summer recreation compliments ESY program. Art – integrated into the curriculum. 4. Fly Up Day, elementary to middle school 5. Art work – fabulous. 6. Ambassador Program. 7. Collaborative Program has two part-time school psychologists for testing and program support.	1. Radios for communication to staff and collaboration (LD, aide). 2. Improve space for programs. Currently very limited. 3. Provide time to collaborate. 4. Tutor / orientation day.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 Wheelock School

Programs: LD Collaborative Program, Learning Center

Recorder/Summarizer: Barbara Potvin Date: 2/21/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u>		<u>Summary of Evidence</u>
<u>Ed. 1109.05, Implementation of IEP, CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26 CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity, CFR 300.304</u>		Wheelock School LD Collaborative Program, Learning Center
Indicator Level and Description		
0 Student does not have access to the general curriculum		
1 Student has access to the general curriculum		
2 Student participates in the general curriculum in the regular classroom		
V 3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)		Evidence of full inclusion includes student schedule, interviews of teacher, special education staff, parent and principal.
3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis		
V 3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so		Student participated in band, crossing guard, field trips, referee in basketball, recess.
3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma		
4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment		

<u>Transition</u>		<u>Summary of Evidence</u>
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process: Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Wheelock School LD Collaborative Program, Learning Center
Indicator Level and Description		
0 No evidence of transition planning		
1 Transition occurs, with little or no written documentation		
V 2 Written documentation exists for transition services		The team gives a great deal of thought and planning into transitioning, however other than meetings, interviews, no written evidence was available. Meeting minutes from July & August meeting.
V 3a Team includes parents and personnel from other agencies in transition planning		Meeting minutes reflect plans. Plan from 5 th grade to 6 th is in place. 5 step plan – collaboration: 1) 2 5 th grades get together to talk about middle school, 2) middle school kids come here, 3) visit to middle school, 4) summer ESY 2 week program and 5) bring back alumni LD Show Down Game – vs 5 th grade.
3b Student is informed before age 17 of his/her rights under IDEA		
3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner		
4a District has implemented a process to evaluate the success of the student's transition		
4b Team, including student as appropriate, regularly assesses success of transition plan		

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Wheelock School LD Collaborative Program, Learning Center
Indicator Level and Description		
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
V	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Report cards, progress reports, informal teacher made tests, portfolio, CAT tests coming up. Teacher reviewing what's being taught in CAT testing.
V	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Evidence of literary testing included in writing IEPs, benchmark testing (building-wide in-house connected to Frameworks). 3 yr eval. aided in writing IEP goals & objectives. Teacher very focused on data collection, eval. & observation to aide in teaching.

Wheelock School LD Collaborative Program, Learning Center	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> Classroom teacher has dual certification, special education and elem. education. Flexibility to gradually increase time as student's confidence grows. Can gradually remove supports as skills progress. In math, para. recently removed, student did better than other kids in the class did. Collaborative programs – students that are more ready are allowed to remain in district. New administration, Special Education Director sets the tempo in the building. She tries to attend all special education meetings, from kids team to initial IEPs. Strong transition planning, but not documented in writing. Staff are sensitive to needs of the individual child. ESY 2-week summer program from elem. Schools to MS option. Phenomenal evaluation done to get best understanding of child. Teacher maintains portfolio, child decides what goes into portfolio. Usage of information. Building principal, ed. evaluators for district. 3-year evaluations are used to develop student profiles, goals and objectives on IEPs. 	<ol style="list-style-type: none"> It is suggested that there be more clearly defined criteria for transitioning students out of programs. The Wheelock School might want to review the block schedule practices to determine if special education services are being compromised. The Wheelock School should consider developing some kind of data collection model that documents the transition process and provides a review of strengths and weaknesses in the transitions process.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 **Chesterfield Central School**

Programs: **Modified Regular and Resource Room**

Recorder/Summarizer: **Cari Christian-Coates/ Cathy Reeves Coleman** **Date: 2/21/02**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u>		<u>Summary of Evidence</u>
<u>Ed. 1109.05, Implementation of IEP, CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26 CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity, CFR 300.304</u>		Chesterfield Central School Modified Regular and Resource Room
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
V	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	All students observed spent most of their day in the general classroom with related services, pullout and pullout for resource room.
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<u>Transition</u>		<u>Summary of Evidence</u>
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Chesterfield Central School Modified Regular and Resource Room
	Indicator Level and Description	
	0 No evidence of transition planning	
V	1 Transition occurs, with little or no written documentation	There is no process of formal documentation for transitions once a child turns age 14 at the MS level. The team works on the transitions to high school with high school staff, but there is no formal documentation. Team meeting minutes contain limited information about transition services.
	2 Written documentation exists for transition services	
	3a Team includes parents and personnel from other agencies in transition planning	
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

<u>Assessment</u>		<u>Summary of Evidence</u>
Ed. 1133.05 (l), Program Requirements CFR 300.138 CFR 300.347 (a) 5 RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Chesterfield Central School Modified Regular and Resource Room
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
✓	1a Student participates in district-wide and school assessments	As appropriate, with and without accommodations, students participate in assessments. All students appear to participate in the three annual writing prompts.
✓	1b Student participates in state assessment	Students participate in NHEIAP with and without accommodations as determined by their IEP. Use NHEIAP-Alt. has been unnecessary.
	2 Alternate assessment provided as needed for both district and state assessments	
✓	3a Assessment data is used to develop IEP	IEP teams use formal & informal assessment data to determine present level of performance, which leads to the writing of goals and objectives.
✓	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	All students observed participate in many types of assessment, including report cards, progress reports, etc., to provide information for student planning.
✓	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	School uses assessment data to drive curricular and instructional decisions.

Chesterfield Central School Modified Regular and Resource Room	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
<ol style="list-style-type: none"> 1. Number of adults in each classroom and how they are utilized, helps to ensure quality small group instruction. 2. The aides and professionals receive the same level of respect from the students. 3. Students with disabilities do not stick out within the general education classroom. 4. Everyone gets what he or she need. Professional and non-professional staff receive professional development activities. Students get the services they need. 5. There is warm, nurturing culture that is pervasive and a strong commitment to taking each child from where they are and moving them forward. 6. Strong leadership team that supports all staff and students. 	<ol style="list-style-type: none"> 1. Transition documentation is needed, especially with 14-year-old students.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 **Marlborough School**

Programs: **Modified Regular Classroom**

Recorder/Summarizer: Sandra Helgeland **Date: 2/20/02**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u> Ed. 1109.05, Implementation of IEP, CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) Ed. 1119.08, Equal Education Opportunity, CFR 300.304		<u>Summary of Evidence</u> Marlborough School Modified Regular Classroom
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
v	1 Student has access to the general curriculum	Classroom schedule, IEP
v	2 Student participates in the general curriculum in the regular classroom	Classroom schedule, IEP
	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
v	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	IEP, portfolio, classroom participation, youth sports, shared tutor, sensory equipment in classroom.

<u>Transition</u> Ed. 1102.53, Transition Planning CFR 300.29 Ed. 1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) Ed. 1109.01, Transition Services CFR 300.132 This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Summary of Evidence</u> Marlborough School Modified Regular Classroom
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
v	2 Written documentation exists for transition services	Spring meeting with next grade level teacher and team.
v	3a Team includes parents and personnel from other agencies in transition planning	IEP
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
v	4b Team, including student as appropriate, regularly assesses success of transition plan	On-going staff meetings to monitor progress.

<u>Assessment</u>		<u>Summary of Evidence</u>
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5 RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Marlborough School Modified Regular Classroom
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
V	3a Assessment data is used to develop IEP	Standardized tests, classroom observations, work samples, trials.
V	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Report cards, progress reports, work samples, trials.
V	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Meta-analysis of the NHEIAPs rubric development.

Marlborough School Modified Regular Classroom	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Warm, nurturing staff and environment. 2. Specialized reading, math and writing instruction. 3. Special education students are included in all specials. 4. Availability and use of adaptive equipment and materials. 5. Staff competency. 6. Small class size. 7. Extra-curricular activities, including the arts, sports, academic enrichment and technology.	1. Provide joint teacher-paraprofessional training for inclusion. 2. Search out increased access to funding from grants to improve resources, materials, technology and learning opportunities. 3. Provide new computers in classrooms and more up-to-date software. 4. Increase funds for Wilson Reading training. 5. Provide additional sensory equipment and manipulatives. 6. Provide a more adequate space for occupational therapy.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 John D. Perkins School

Programs: Modified Regular Classroom

Recorder/Summarizer: Pauline Laliberte/Teresa Sargent

Date: 2/20/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u> Ed. 1109.05, Implementation of IEP, CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) Ed. 1119.08, Equal Education Opportunity, CFR 300.304		<u>Summary of Evidence</u> John D. Perkins School Modified Regular Classroom
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
V	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Observations, interviews with admin., teachers, parent, incl. Aide, meeting minutes, IEP, transition plans, work samples and progress reports.
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<u>Transition</u> Ed. 1102.53, Transition Planning CFR 300.29 Ed. 1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) Ed. 1109.01, Transition Services CFR 300.132 This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Summary of Evidence</u> John D. Perkins School Modified Regular Classroom
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
V	2 Written documentation exists for transition services	Written plans, interview with teacher,, interview with parent.
V	3a Team includes parents and personnel from other agencies in transition planning	Meeting minutes, release to share with Bureau of Special Medical Services, Orchard School attendance at meetings.
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
V	4a District has implemented a process to evaluate the success of the student's transition	Regular meetings, open conversation as needed in person, by phone, IEP meetings, and consultants.
	4b Team, including student as appropriate, regularly assesses success of transition plan	

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (I), Program Requirements CFR 300.138</u> <u>CFR 300.347 (a) 5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		John D. Perkins School Modified Regular Classroom
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
v	1a Student participates in district-wide and school assessments	Work samples, progress reports (classroom & special. ed., specialists, OT & PT).
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
v	3a Assessment data is used to develop IEP	Interview, full eval. reports (psych. Evaluation, academic, etc.) ongoing observation.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

John D. Perkins School Modified Regular Classroom	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
<ol style="list-style-type: none"> 1. Inclusionary aide in each classroom, natural environment for interaction, observation tower, garden to feed animals. They make use of everything possible. 2. Longevity of staff. Dedicated to community, stability, experienced and skilled. 3. Teachers emphasize strengths of students within natural course of events. 4. Extra measures taken by all staff to problem solve. 5. Multi-age classrooms provide stability. Special education teacher bridges across entire school. 6. Strong community supports, active goal-oriented PTA with 5-year plan. 7. Staff are flexible and tailor activities to individual students. 8. The school culture/policy is to do all things to include everyone whenever possible. 9. Small class sizes. 	<ol style="list-style-type: none"> 1. The John D. Perkins School needs to take a critical look at facilities, specifically crowded conditions and lack of space for conferences, conducting assessments and other confidential work related to students. In addition, a library is needed. 2. Increase staffing, especially gym teacher and lunch program person. 3. A review of availability and use of technology is suggested, including updated computers for enhancement of inclusion and further technology application. 4. Staff and administration at John D. Perkins School need to explore ways to increase and enhance communication with the SAU office. Distance appears to be a barrier.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 Nelson School

Programs: Special Education/Inclusion

Recorder/Summarizer: Cheryl Orcutt Date: 2/20/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u> Ed. 1109.05, Implementation of IEP, CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) Ed. 1119.08, Equal Education Opportunity, CFR 300.304		<u>Summary of Evidence</u> Nelson School Special Education/Inclusion
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
V	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Classroom observation, teacher/admin. Interviews, IEP, parent interview.
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<u>Transition</u> Ed. 1102.53, Transition Planning CFR 300.29 Ed. 1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) Ed. 1109.01, Transition Services CFR 300.132 This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Summary of Evidence</u> Nelson School Special Education/Inclusion
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	
V	3a Team includes parents and personnel from other agencies in transition planning	Transition planning occurs in prep. Meetings for developing new IEPs. The size of the school precludes formal documentation. Evidence is meeting notes and interviews.
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

<u>Assessment</u>		<u>Summary of Evidence</u>
Ed. 1133.05 (l), Program Requirements CFR 300.138 CFR 300.347 (a) 5 RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Nelson School Special Education/Inclusion
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
V	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Formal assessments 3 times per year, school changes curriculum to respond to areas of improvement indicated by test results.

Nelson School Special Education/Inclusion	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Small, community-based school with one full time teacher and special education aide for total school population of 53 students. 2. Staff are well qualified. 3. The school is comfortable and attractive. 4. Communication among staff is fostered by the staff acting as a management team in lieu of having a principal.	1. There are no suggestions for improvement in this wonderful, small school. Keep up the good work!

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 **Wells Memorial School**

Programs: **Modified Regular**

Recorder/Summarizer: Patti McDaniel **Date: 2/20/02**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u>		<u>Summary of Evidence</u>
<u>Ed. 1109.05, Implementation of IEP, CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26 CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity, CFR 300.304</u>		Wells Memorial School Modified Regular
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
V	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	IEPs, parent interview.

<u>Transition</u>		<u>Summary of Evidence</u>
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Wells Memorial School Modified Regular
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	
V	3a Team includes parents and personnel from other agencies in transition planning	Step Up Day, meetings, IEPs, open house.
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (l), Program Requirements CFR 300.138</u> <u>CFR 300.347 (a) 5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Wells Memorial School Modified Regular
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
✓	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	NHEIAP, portfolios, unit tests, report cards, rubrics, Terra Nova, Morrison/McCall, classroom observations.
✓	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Work on weak areas to modify IEPs, use tools that show progress.

Wells Memorial School Modified Regular	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Working lunch/study skills to help with homework completion is a wonderful. 2. A wide variety of programs are available to all students – dance, chess club, summer programs, music lessons, NHDI, etc. 3. Communication with parents is evident. 4. School atmosphere is “student first”. Students are well supported by all school staff. 5. Aides are available for extra curricular activities. 6. Test accommodations. 7. Step-Up Day, Parent Lunch and Open House all assist in keeping the community involved. 8. Paraprofessional are offered training.	1. Increase and improve communication from SAUs, towns. 2. Continue quarterly meetings.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 Westmoreland Elementary School

Programs: Resource Room

Recorder/Summarizer: Terry Birmingham Date: 2/21/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u> Ed. 1109.05, Implementation of IEP, CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) Ed. 1119.08, Equal Education Opportunity, CFR 300.304		<u>Summary of Evidence</u> Westmoreland Elementary School Resource Room
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
V	2 Student participates in the general curriculum in the regular classroom	Observation documented full participation in the Grade 1 classroom. Strong relationships noted with peers and adults.
V	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Evidence of participation using grade level material.
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<u>Transition</u> Ed. 1102.53, Transition Planning CFR 300.29 Ed. 1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) Ed. 1109.01, Transition Services CFR 300.132 This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Summary of Evidence</u> Westmoreland Elementary School Resource Room
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
V	2 Written documentation exists for transition services	Team Meeting notes show solid planning for transitions at the younger ages (less than 14). Planning documented from preschool – public school.
	3a Team includes parents and personnel from other agencies in transition planning	
V	3b Student is informed before age 17 of his/her rights under IDEA	Formal Transition plans for students turning 14, no evidence found.
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Westmoreland Elementary School Resource Room
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
✓	1b Student participates in state assessment	School does not do school-wide or district-wide assessments K-2.
✓	2 Alternate assessment provided as needed for both district and state assessments	Assessments for the student reviewed are informal /observations.
✓	3a Assessment data is used to develop IEP	Formal assessments/data collection were not present for use in IEP development.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Westmoreland Elementary School Resource Room	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Classroom teacher provides warm, supportive environment. Children are included without question. Grade 1 teacher's knowledge base in special education and assett. 2. Teacher is skilled at adapting to individual needs of special education students. 3. School-wide community spirit, willingness of staff to share information and knowledge with each other. 4. Extra curricular activities, opportunities for all students. There is encouragement and flexibility for extended school year program. 5. Informal assessments and communication kept by classroom teachers. 6. Administration is supportive. 7. A positive relationship exists between parents and school.	1. Formal transition planning as part of the IEP process is needed for students who are turning 14. 2. Direct contact from special educator in providing/supervising service to student. 3. Regular data collection and formal assessments are needed for goal/objective development of IEPs, monitoring progress and lesson planning.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 Keene Middle School

Programs: Horizons and General Special Education

Recorder/Summarizer: Sanda Romano Date: 2/21/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u> Ed. 1109.05, Implementation of IEP, CFR 300.342 Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306 Ed. 1119.03, Full Access to District's Curricula CFR 300.26 CFR 300.347(a) Ed. 1119.08, Equal Education Opportunity, CFR 300.304		<u>Summary of Evidence</u> Keene Middle School Horizons and General Special Education
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
V	1 Student has access to the general curriculum	Students using wheelchairs do not have access to food service or computer lab. Otherwise, all students have access to all classes.
	2 Student participates in the general curriculum in the regular classroom	
V	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	Adequate supports in all cases.
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	
	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

<u>Transition</u> Ed. 1102.53, Transition Planning CFR 300.29 Ed. 1107.02, Process; Provision of FAPE CFR 300.347 (b) (1) Ed. 1109.01, Transition Services CFR 300.132 This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Summary of Evidence</u> Keene Middle School Horizons and General Special Education
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
V	2 Written documentation exists for transition services	The school has a summer program for special education students to assist in transitioning from elem. to middle school. Students and parents feel very positive about the program.
	3a Team includes parents and personnel from other agencies in transition planning	
	3b Student is informed before age 17 of his/her rights under IDEA	
V	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	To assist with planning, the high school special education coordinator participate in spring IEP meetings for 8 th grade students.
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (I), Program Requirements CFR 300.138</u> <u>CFR 300.347 (a) 5 RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Keene Middle School Horizons and General Special Education
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
✓	1b Student participates in state assessment	All students take the NHEIAP, with appropriate accommodations as needed.
✓	2 Alternate assessment provided as needed for both district and state assessments	Only 4 students needed alternative assessments last year, this year none with take the NHEIAP-Alt.
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
✓	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Information is collected from elem. schools to assist students at middle school.

Keene Middle School Horizons and General Special Education	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. The school environment is very student centered with very careful, considerations for student programming. 2. There appears to be very adequate classroom supports to assist students to be educated with their peers. 3. Special education students are encouraged and accepted in sports and drama programs. 4. The principal is very knowledgeable of the special education process within the building. 5. Communication with parents is continuous and multi-modal. 6. Very nice teamwork and collaboration among staff. 7. There is a good selection of in-school programs to meet a variety of needs.	1. Additional associate school psychologist services would be helpful to provide more counseling in Horizons and other programs. 2. Staff expressed the need for a school social worker for in-school counseling, as well as home/school coordination of issues. 3. Students appeared to be unaware of their IEP goals. It is suggested that they be more involved in the implementation of their IEP's.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 Keene High School

Programs: Integrated LD Program

Recorder/Summarizer: Amy Clason-Gilmet Date: 2/21/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u>		<u>Summary of Evidence</u>
<u>Ed. 1109.05, Implementation of IEP, CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services, CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26 CFR 300.347(a)</u> <u>Ed. 1119.08, Equal Education Opportunity, CFR 300.304</u>		Keene High School Integrated LD Program
Indicator Level and Description		
0 Student does not have access to the general curriculum		
✓ 1 Student has access to the general curriculum		Schedule
✓ 2 Student participates in the general curriculum in the regular classroom		Schedule, classroom visit, interviews with student, parent staff.
✓ 3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)		Schedule, IEP, classroom visit.
3b <i>For Private Schools</i> : Student has opportunities to interact with non-disabled peers on a regular basis		
✓ 3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so		Interview with football & wrestling coach.
✓ 3d <i>For High School Students</i> : Student has the opportunity to earn regular credits leading to a regular diploma		Counselor Interview
✓ 4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment		Schedule, IEP, see above.

<u>Transition</u>		<u>Summary of Evidence</u>
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Keene High School Integrated LD Program
Indicator Level and Description		
0 No evidence of transition planning		
1 Transition occurs, with little or no written documentation		
✓ 2 Written documentation exists for transition services		IEP, parent interview, student interview, staff interview.
✓ 3a Team includes parents and personnel from other agencies in transition planning		Parent interview, IEP documentation.
✓ 3b Student is informed before age 17 of his/her rights under IDEA		Student interview, noted on IEP.
✓ 3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner		Transition plan attached to IEP.
✓ 4a District has implemented a process to evaluate the success of the student's transition		Transition meetings, parent feedback student feedback.
✓ 4b Team, including student as appropriate, regularly assesses success of transition plan		Student interview, parent interview.

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		Keene High School Integrated LD Program
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
✓	1a Student participates in district-wide and school assessments	Daily classroom tests, reading evaluation, 3-year eval.
✓	1b Student participates in state assessment	Will this year, had participated in grade 6 w/o modifications.
✓	2 Alternate assessment provided as needed for both district and state assessments	Would be provided if needed.
✓	3a Assessment data is used to develop IEP	Yes, reading assessments.
✓	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Report cards, progress notes, communication between special & regular ed. Teachers
✓	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	IEP

Keene High School Integrated LD Program	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Very supportive teachers and administrators. 2. There is a variety of programs and services addressing the specific needs of all students. Services are over and above needs. 3. Funding for services. 4. There is a supportive community. 5. Team teaching is an asset. 6. Foundation classes provide students with skills and skill building to allow them to grow and progress. 7. Class sizes are small. 8. There is good communication among educators, and with parents and students. 9. Staff are willing to recognize weaknesses and work on improvement. 10. Students are involved in writing and developing IEPs. 11. The "Jobs for NH Grads" is a wonderful program for all students.	1. Develop integrated reading classes (k-12 issue). 2. Determine entrance criteria for foundation classes and follow through. 3. Staff at Keene High School may want to take a critical look at the team teaching process, including available professional development, agreed upon definition and possible refinement to the model. 4. Continue to develop strategies to improve communication among regular and special education staff.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU: 29 TNT

Programs: Alternative EH Program

Recorder/Summarizer: Jan Thompson Date: 2/20/02

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

<u>Access to the General Curriculum</u> Ed. 1109.05, <u>Implementation of IEP, CFR 300.342</u> Ed. 1115.07, <u>Provision of Non-Academic Services, CFR 300.306</u> Ed. 1119.03, <u>Full Access to District's Curricula</u> <u>CFR 300.26 CFR 300.347(a)</u> Ed. 1119.08, <u>Equal Education Opportunity, CFR 300.304</u>		<u>Summary of Evidence</u> TNT Alternative EH Program
	Indicator Level and Description	
	0 Student does not have access to the general curriculum	
	1 Student has access to the general curriculum	
	2 Student participates in the general curriculum in the regular classroom	
	3a Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
	3b <i>For Private Schools:</i> Student has opportunities to interact with non-disabled peers on a regular basis	
	3c Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so	
✓	3d <i>For High School Students:</i> Student has the opportunity to earn regular credits leading to a regular diploma	Earns credits from Keene High School.
✓	4 Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	TNT Program follows Keene HS curriculum, graded on progress, will graduate from Keene HS and/or TNT graduation. Many extracurricular supports and activities.

<u>Transition</u> Ed. 1102.53, <u>Transition Planning</u> <u>CFR 300.29</u> Ed. 1107.02, <u>Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> Ed. 1109.01, <u>Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		<u>Summary of Evidence</u> TNT Alternative EH Program
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
✓	2 Written documentation exists for transition services	Transition plan is part of student's IEP.
✓	3a Team includes parents and personnel from other agencies in transition planning	When a student is 17 or a Junior, a referral is made to NH Voc. Rehab. And/or other agency as appropriate. Team includes student, parent, and other agencies.
	3b Student is informed before age 17 of his/her rights under IDEA	
✓	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Team will address the issues when student becomes age and/or grade appropriate.
	4a District has implemented a process to evaluate the success of the student's transition	
✓	4b Team, including student as appropriate, regularly assesses success of transition plan	All options for transition are reviewed, discussed and modified as necessary at team meetings.

<u>Assessment</u>		<u>Summary of Evidence</u>
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5</u> <u>RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include district-wide and school assessments administered to non-disabled peers.		TNT Alternative EH Program
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
v	1b Student participates in state assessment	Students participate at Gr. 10 in NHEIAP with modifications as outlined in IEP. However students are not responsive to state test.
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
v	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Report cards, daily staff meetings, individual student reports, psycho educational evaluations, behavior management documents, observation.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

TNT <u>Alternative EH Program</u>	
<u>Strengths</u>	<u>Suggestions for Improvement</u>
1. Good job of integrating regular high school curriculum into classes at TNT. 2. Students have the option to transition to their home schools. 3. Small environment where staff and students get to know one another and develop support. 4. Field trips, summer program opportunities to build relationships and positive self esteem. 5. Don't let kids hide. Keep pushing students to perform. 6. Communication among staff, students, parents and agencies is ongoing. 7. Ability to individualize electives around student interests. 8. Students hate the NHEIAP. 9. Crisis intervention and counseling of students is available on an individual or group basis.	1. Continue to develop work/study credit options, including students who are paid for work. 2. Develop method for evaluating the success of the students after graduation. 3. Develop seamless connections with colleges so students feel comfortable and know that there are options for them – personal connections.

ADDENDUM

Out-of-District File Review

SAU #29

Date: February 21, 2002

Reviewer: Nancy Brogden

<p style="text-align: center;">ADDENDUM Out-of-District File Review</p>

SAU #29

Number of files reviewed: 2 files

As part of the NHDOE Special Education Program Approval visit conducted in SAU #29 on February 20 and 21, 2002, two out-of-district file were randomly selected and reviewed. The following information summarizes the results:

For one out-of-district student (Wediko), the file review showed that the IEP form used did not have all of the components. Missing were a transition statement and a statement about least restrictive environment. The LEA representative from SAU #29 needs to assure that if their form is not used, that the correct components are included.

There were no other issues and file reviews and conversations with administrators indicate that students placed out-of-district are receiving FAPE.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #29

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: February 21, 2002

Reviewer: Nancy Brogden

<p style="text-align: center;">ADDENDUM JAMES O. MONITORING PROGRAM</p>

SAU #29

Number of files reviewed: 3 files

Three students' files were reviewed as part of the special education program approval and improvement process. These students were placed by the courts in Wediko, Spaulding Youth Center, and the Bennington School in Vermont. All three students have met the placement cap for the current fiscal year. The files were in excellent order and all required components were present, with the exception of a transition plan and statement of least restrictive environment for one student.